

**Book review: Traditions of Writing Research**

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The editors of Traditions of Writing Research created an eclectic collection of short essays for publishing in the journal Traditions of Writing Research using the contributions from the 2008 conference Writing Across Borders (henceforth WRAB). As a result, I've included the following language from WRAB's initial Call for Papers to further clarify the selection process: " 'This conference brings together the many writing researchers from across the world, drawing on all disciplines and focusing on all elements of writing across the lifespan and across all segments of society,' according to the conference's website. "This will be an opportunity to learn from other research traditions, exchange our findings, identify common agendas, and set the framework for future communication and partnerships," according to the website (<http://www.writing.ucsb.edu/wrconf08.html>). A guide or anthology would hope to discover articles that fit neatly into pre-existing categories, but the WRAB conference is all about forging new research paths and bridging gaps between previously unrelated ones. Keeping in line with their mission of bridging cultural barriers, this anthology features voices that are rarely heard together. An Argentinean etymological society is one of the 31 organisations that have contributed to this collection of etymological entries. Accordingly, there are no discipline-specific divisions in the book, nor do any of the parts match to specific research approaches or theoretical frameworks. Others report on new research projects that have not yet been published in this book. in this collection of scholarly essays

This review goes into great length about the five categories that organise the book's 31 pieces, as well as the ways in which those articles support those categorizations. The following paragraphs summarise my final opinions on the book and the contribution it makes to the field.

An edited collection of "wide-ranging survey of the best writing research now under process around the world, at least as represented at the 2008 WRAB conference" according to its editors, is what this book is all about (Bazerman et al, xi). Sampler-style chapters allow readers to "taste" a specific study subject and peruse a bibliography they may not be familiar with, according to my impressions. Section names and the book's content will be better understood if concise summaries of each subject are provided, so please bear with me.

Part 1: "Approaches in a Variety of Geographical Locations"

'Approaches in various regions' is separated into two parts, each including three articles. Various educational policies and systems from all across the world are represented, as are projects and study materials. The editors' intention to communicate that writing research is an international phenomenon, not limited to any specific country, language, or continent, is obvious from the preface of this book.

There have been a total of six publications, four of which are syntheses of different intellectual traditions that are rarely encountered together. Included here are papers on "Writingology" by Huijun, Delcambre and Reuter on French didactics from elementary school to university, Arajo on Brazil's genre study and Garca et al. on Spanish writing instruction for students with and without learning difficulties, just to name a few examples.

As a result of national efforts to improve writing teaching in schools, two papers in this collection highlight the educational advantages that can be achieved. The "top-down" institutionalised change that has been undertaken in Norway has resulted in positive outcomes, according to Dysthe. Writing teaching in Portugal has improved thanks to the efforts of Pereira and other members of her study group.

Academic writing in school settings is the subject of all of the articles in this section, and they all draw on diverse sources to back up their arguments.

Part 2: "Writing Education in Political and Historical Contexts"

Writing education in political and historical settings is the focus of four pieces selected by the editors for publication in this new area, which is titled "Writing Education in Political and Historical Contexts." When it comes to negotiating power and position, writers do the same thing they do when it comes to negotiating their language and writing. With the usage of the

term "political," the editors hope readers to examine the dynamics of power relations and how they affect literacy and educational achievement. The editors use the term "historical" to imply a time dimension that many writers in the field of writing education address by tracking progress or accumulating data through time.

Post-Soviet nations, notably Poland and Armenia, are the focus of two of the pieces. Ornatowski chronicles the educational method in Poland between 1945 and 1999, in which he claims that the country moved away from a Stalinist socialist objective toward a more individualist and critical approach. Students at Yerevan State University were observed for two years as they advanced from mimicking what the author terms "Western-style pedagogy" to mediating such methods for their own ends, as evidenced by the students themselves. The results of this study were published in this book (p. 99).

South American circumstances are the focus of the second and third works in this section. Slvia Cintra shows how people's capacity to deal with the tensions between the rural and urban worlds is closely linked to their ability to gain access to and practise literacy in Brazil. This article by González Pinzón discusses the "return to reading and writing education" that is taking place in Colombian institutions, and how this should be prioritised over reading comprehension in the context of higher education.

Ideological assumptions impact educational methods for teaching and enhancing literacy skills in all of these papers.

The final portion of the book is called Research in Primary and Secondary School Practice.

This third part compiles a total of eight papers on literacy research in elementary and secondary schools. Even if all of the items are linked to a grade school, not all of them are directly related to student education. Among the topics addressed in this field are the development of student writing and language skills, teacher training, and the mental processes of students.

There are five sections dedicated to the findings of studies into the writing processes of elementary and secondary school students. Four of them have been created for the first time with the help of classroom research. The study focused on particular instructional tactics and interventions. It is possible for students of all ages to engage in the revision process, even if

they are just a few years older than their peers. How students' writing improved as a result of specific interventions is described by Lvarez Angulo and Garca Parejo, and Romero and Walker describe how students who wrote for a bilingual radio project improved their written English because of multimodal interactions that took place during the project's production (including speaking, listening, reading, and writing). An essay by Tolchinsky and Salas examines how Moroccan and Chinese 5-8-year-olds learning Catalan link spoken language to written language in their second language. One piece focuses on the cognitive processes that authors go through as they refine their trade. There is a strong possibility that children's ability to communicate vocally in writing may be hindered by transcription methods (such as handwriting and typing).

The last three articles in Part 3 deal with topics related to education and teacher development. Using two case studies as examples, Null argues that instructors, rather than curricular materials, should be held responsible for driving change in the literacy classroom because they negotiate and adjust instructional texts to achieve their own goals. Faulkner, Rivalland, and Hunter's study on the Writing Project in Australian schools focuses on how teachers learned and utilised writing expertise in order to educate and assess their students in a similar manner. Because the National Writing Project (in the U.S.) provides teachers with the social and professional support they need to overcome the hurdles that prevent them from writing about their teaching, it has shaped instructors into authors. All of these publications provide frameworks based on fascinating facts, despite the fact that the articles' topics and research literature alter at times.

"Research in Higher Education Practice." is the title of the fourth part.

It opens with a study of 275 universities outside of the United States and Canada on Writing Across the Curriculum (WAC/WID) programmes, which is followed by a discussion of what was found. The Thaiss essay serves as a suitable beginning point for future investigation in this field, as all of the pieces below focus on literacy practises in classes other than first-year composition. In contrast to the other four sections of the book, this section's various pieces can be divided in several ways.

Results from a variety of studies are presented in three articles. According to Wake, in an attempt to better meet the educational needs of international students, Australian institutions

are utilising dialogic argument to help students in a capstone economics course face complicated rhetorical issues. Inglese claims that students who were exposed to multimodal representations of social scientific writers through print and television interviews produced better writings than their counterparts who were not exposed to multimodal representations. They show via thorough textual analysis that students may adopt some science genre rules for the purpose of establishing evidence through written communication in a beginning oceanography course in the United States.

Three items in this section challenge the academic institution's assumptions regarding literacy, which are usually kept hidden from students. Liew and Ball show that students are expected to bring a type of academic literacy to casual social interactions by producing and uploading texts online for the purpose of dialogic interchange in the academic setting. According to Carlino's research, literacy education in the social sciences is still "taken for granted" (p. 285), and there are some differences between what interviewees believe literacy instruction should look like and what they actually do when it comes to teaching it. As knowledge is written in the so-called "free environment" of the Internet, Starke-Meyerring examines the tensions between what types of institutional values and social genres are privileged over others in digital writing environments such as Wiki, Scholarpedia, and OpenWetWare in the final article in this section. In light of the reasons outlined in this section, we should rethink the tasks and procedures we assign to pupils.

Here, you'll study about ideas and approaches for analysing writing and the creative process. In this final portion of the book, the editors present us with six pieces that support various frameworks, techniques, and unique units of analysis for research. Aside from the fact that it is nearly difficult to keep track of all the differences in this field, writing studies are also distinct. The WRAB conference's theme is compatible with the following range, which looks to be reasonable.

For the sake of both research and teaching students how to write for a range of professional and academic contexts, Russell uses an approach combining activity theory and phenomenology in the book he wrote. Rogers then summarises qualitative longitudinal studies of writing in order to propose important qualities that researchers may investigate for future work on writing development. Because of the chronology of this publication, the

author claims that there has only been one longitudinal study on student writing in second language writing, which I consider to be erroneous information. Ilona Leki's (2007) *Undergraduates in a Second Language: Challenges and Complexities in Academic Literacy Development* and Christine Tardy's (2009) *Building Genre Knowledge*, both of which are available online, are two recent reports of longitudinal research in second language writing.

In two of the articles, real-time process research is detailed using statistical modelling and eye movement monitoring. To put it another way, statistical modelling of keystroke data is a strategy for handling vast volumes of data that researchers must gather if they are to obtain a thorough insight into the writing process in real time and realistic environments. Interested in the mechanics of writing, the authors offer an approach that integrates eye monitoring and keystroke recordings to better understand how people write. In the framework of writing research, Nelson and Grote-Garcia explore the connections between methodology and epistemology throughout the book. Using Nelson and Grote-study Garcia's framework, starting researchers and graduate students will be able to comprehend how researchers make judgments regarding project design and data analysis in the future.

A framework for teaching and critically analysing literary silences is provided by Huckin in the final chapter of this part, as well as the final chapter of the whole volume. When considering what and who is missing from this collection, it is both creative and difficult for us to close the book with this argument on the value of silences. All of the entries in this last part on theory are from universities in Europe or the United States, which makes sense when seen in light of Huckin's work.

### **Conclusion**

**Writerly Styles** In the foreword of the book, the editors emphasise that the book should portray writing studies as a sampling. By include a variety of opinions, the editors achieved their goal by creating an international, rather than just Western European or United States-centric, writing research atmosphere. Writings from this book have been translated into Catalan (in Catalan translations), Chinese (in Catalan translations), French (in French translation), Norwegian (in Norwegian translation), Polish (in Polish translation), English (in English translation), Italian (in English translation). Writing in a second language has also been the subject of a few studies: Foreign students writing in English include Armenians,

Chinese, and Moroccan students who are studying Catalan, Mexican immigrants who are learning English, and non-native Italian speakers who are writing in their own language..

The editors have also included a number of theoretical and methodological frameworks in this book. A sampling of the methodologies included in the book include surveys, ethnographic interviews, critical and functional discourse analysis, real-time cognitive process tracing using keyboard and eye movement data recording, and real-time eye movement and eye tracking. This collection incorporates a substantial amount of sociocultural and Vygotskian analysis, which should come as no surprise.

Studying writing is an arduous endeavour no matter where you are in the globe, as demonstrated by this collection, which covers a wide range of topics and disciplines. Perhaps the editors should have done a better job of structuring this collection to help readers better comprehend how the many articles fit together. We should look forward to the WRAB conference and its editorial board in the future for their potential to uncover writers whose interactions defamiliarize our writing-study traditions.

### References

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